

The Church School Teacher

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MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

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Presession

An Illinois Sunday school teacher writes: *Our Sunday school superintendent has just suggested that we use "Holy Ghost" rather than "Holy Spirit." What do you recommend?*

My answer is that we should use "Holy Spirit" when the term is used in teaching and "Holy Ghost" when we take part in the church services. The RSV Bible and the Church's curriculum use and will continue to use "Holy Spirit." On the other hand, the recently published *Lutheran Service Book and Hymnal* uses the archaic expression "Ghost." That word will be sung and spoken in the church services.

Explain to your pupils that both expressions are identical in meaning. Children will have no trouble making the transition. Teachers should be flexible enough to use both expressions.

... A few months ago we sent out a call for curriculum writers. There was an encouraging response. Now we send out a second call.

The Long Range Program of Parish Education, the co-operative parish education program of Augustana, ULCA, Suomi, and AELC, is preparing to publish courses for Sunday school and materials for family and other parish education agencies. Able writers (pastors and lay persons) must be found and trained to write these courses.

Plans now are underway for a writers' training conference to be held this summer. Invitations will be on a competitive basis, some seventy-five writers to be selected for the conference. Competitors will submit sample written lessons. The writers chosen as the result of this competition will be invited to attend the training course, expenses paid. Please write me if you are interested.

... A National Lutheran Council news release reports:

"Problems of space and the practical application of theology to them should be one of the major concerns in the Church today, a Lutheran chaplain said.

"Pointing out that the Church must be prepared to go along with the scientists as they unveil new knowledge about the universe, Air Force Major Voight M. Sink reported that the scientists who are involved in space projection are gravely concerned with the kind of faith individuals will have who will be isolated in vehicles which leave our planet."

If the army, navy, and air force are to manage space projection we might better turn our attention to doing something about the faith of the scientists. Chaplain Sink's sentence could well be reworded: "The capsule cagelings who will be isolated in vehicles which will leave our planet should be gravely concerned with the kind of faith the scientists working on the projects have. Do they love God and their neighbor? Do they have a reverence for God's creation? What is their purpose in space exploration?"

These are valid questions. The projectiles are being blasted off by the armed forces, whose interest in space travel is hardly evangelistic. Yet the scientists are putting their faith in military establishments and turning over their skills to a military controlled space program. It is not surprising that some are uneasy and seek religious justification. Unfortunately, there is generally a chaplain

handy to lull them to sleep.

But occasionally a teacher or preacher will confront such a seeker with the necessity to respond to conscience. I heard about such a seeker yesterday. A brilliant graduate student in physics sought spiritual aid from a Lutheran pastor and got help. His subsequent decision was to refuse to use his life in a program "as utterly futile as defense."

It seems to me that we who teach must not close our eyes to the future which is rushing toward us. Space exploration is a reality. The Russians have proven that. One day people will be transported from planet to planet. The thought of it fires the imagination of young and old.

But the fearsome prospect is that the space race will be a race for military superiority. That would lead to horror beyond comprehension. Space exploration ought to be placed under a co-operative international organization, such as the United Nations.

It appears to me that we should press our government representatives to work for the following: 1) to take the space exploration program out of the hands of the military and put it into a civilian agency, and 2) to transfer the program as quickly as possible to international supervision.

February 1959

A Look at Class Climate

by GLADYS PETERSON

HOW is the social climate of your class, teacher? It plays an important part in achieving the results you are wanting in your group of boys and girls. The fields of psychology and sociology are telling us that learning is closely related to the climate of the group—the morale, the happiness or unhappiness, the adjustment or tension of the group. The teacher who is interested and becomes informed concerning group interaction can do much to develop a climate which is most conducive to effective functioning of a group.

Such a climate is based on each pupil feeling that he is accepted and senses a belongingness. He has status and feels that his contributions are important to the work of the group. This status begins with the teacher who as a growing Christian, is a warm, friendly person accepting and loving even the most difficult pupil. It seems obvious that such a relationship should exist in a church school where the teacher's goal is to assist her pupils to experience the great love of Christ and re-

alize its power in their lives. But alas, as we take a look at this very point of being able to relate to the members of our class, we soon recognize our failure and must cry out that only the love of God is great enough to love the unlovely. No doubt many of the absentees each Sunday and most of the trouble makers in our classes are those who lack acceptance and status in the group. Will not the girl who is rejected by her teacher and classmates have difficulty learning about the love of God? How can the child who is made to feel inferior or worthless by his inability to give the correct answers understand Christ's love for him?

These personal interrelation-

Miss Peterson is instructor of public education at Bethany College, a church school teacher, and chairman of the West Central Conference Commission on Parish Education. She has also been a member of the Augustana Board of Parish Education. Miss Peterson suggests the following reference book in the area of her article—UNDERSTANDING GROUP BEHAVIOR OF BOYS AND GIRLS by Ruth Cunningham and Associates, Bureau of Publications, Teachers College, Columbia University, New York.

ships that are at play in your class every Sunday are very much influenced by the methods used. For instance, how can the pupils experience group interaction and gain status through making valuable contributions if the teacher does most of the talking? Consider the greater possibility of this happening when the teacher plans so that each pupil will be actively involved during the class session and is having many opportunities for participation. In fact, in the junior and intermediate classes, the teacher can at times serve mainly as a resource person. As pupils mature and become capable, many responsibilities for the class session can be entrusted to them. They can have a part by being class chairman for the day, telling a story, sharing an experience, preparing a special report or planning and carrying through service projects of importance to them.

Questions

Occasionally, have the pupils submit questions they want answered concerning the topic being studied in the current unit of lessons. Try that with a group of fifth graders when the topic is "Prayer" and be amazed at what they would like to know. Can you imagine what an active group you will have as each one selects from the questions submitted the

one for which he will find the answer for next Sunday? This procedure no doubt means that the teacher will have to help the few who would find such an assignment very difficult, that is, meet with them at some time during the week even to practice what they are to give in class on Sunday. What an opportunity for the teacher to go the "second mile" and demonstrate acceptance!

" . . . that shy little boy"

Jack, that shy little boy who seems to be such an outsider, has an aunt who visited the Holy land a few years ago. She has pictures, slides and souvenirs which she would be willing to share with the class when the land where Jesus lived is studied. Be sure to have Jack bring the pictures and do the talking. Use his aunt at one of the quarterly departmental meetings when the families come together for a fellowship supper and ask her to use Jack as her assistant.

These suggested efforts toward developing a good social climate as the basis for improved group results are not ends in themselves. Their great mission is to help provide the conditions in which and through which God's Word can have luxuriant growth and bear rich fruits in the lives of boys and girls.

Well Trained Teachers Are Important

by RUTH CLARK

IF IT is true that "necessity is the mother of invention," then that "necessity is an incentive to do something that needs to be done" is equally true. It was out of such a necessity that our Sunday school teachers training class was started at Emanuel Church.

Each new Sunday school year found us pleading unsuccessfully with our congregation for teachers to meet our Sunday school needs. Then one year we went to our adult Bible class to recruit teachers. Here we found several who were willing to be teachers, but who did not feel they had enough knowledge about teaching or about the Bible to adequately take on this responsibility. We also found some of our Hi-leaguers interested. So we started a preservice training class with ten students. The class instructor was a public school teacher.

For two years the class met each Sunday during the regular Sunday school session. There was a Bible

study on the New Testament, studies on the psychology of learning, and filmstrips on techniques of teaching. An opportunity was also given the members of the class to visit each department. Before the visit they were given a copy of the teacher's guide and the pupil's lessons for that Sunday. In this way the class could observe how the things they were learning were applied in practice. During vacation Bible school some of the members of the class served as assistants to the regular teachers. This was started two years ago and this year, when plans were being made for the new Sunday school year beginning in October, we had ample teaching staff to supply all our needs for teachers.

We have a fine Sunday school building, fine equipment, good teaching material, but we know if we don't have teachers to make

Ruth (Mrs. John H.) Clark is the superintendent of Emanuel Sunday School, Minneapolis, Minnesota.

good use of these tools, our Sunday school cannot do its job. With the assurance this year that there would be enough teachers to adequately staff our Sunday school, we could look forward to the new year with enthusiasm.

Before making plans for our current training class, the class teacher, the members of the class, and the Sunday school superintendent had an evaluation session. Here we learned how helpful the last class had been for the participants. For instance, the teacher said, "It has been one of the most satisfying experiences of all my years of teaching." She knew the reason for this was because she had had to put so much into it. The

pupils said, besides learning how to better understand teaching methods so that lessons might be more meaningful and helpful to the children in their Christian growing, they learned a great deal from the class discussions which helped their own Christian growing so they could do a better job of teaching.

The public schools are planning now for increased enrollment of children in the next several years. Increased enrollment will surely happen in our Sunday school also and we must be ready for it. From our experience at Emanuel, we know we cannot prepare for this in any better way than to have ready an adequate number of well-trained teachers.

THIS IS MY CHURCH

An exciting book will soon be published by the Augustana Book Concern. Entitled **This Is My Church**, it is "a warmly human" portrayal of Augustana. The editor is John Nyberg of Minneapolis, and the art editor is William Schaeffer, now a staff member of the Board of American Missions.

You will hear more about this important centennial publication as months pass. It will contain stimulating chapters for every church school teacher in our Church.

Teacher's-Eye View of the Christian Growth Series

by THEODORE K. FINCK

IN THE winter quarter of 1959, January through March, 144,2243 copies of Christian Growth Series were used in the Augustana Lutheran Church. If to this are added the 26,152 used in the American Lutheran Church and the 405,815 used in the United Lutheran Church, at least 576,210 copies were used by pupils and teachers in the winter of 1958. In the United Lutheran Church, where a comparison with the winter quarter of 1954 was available, the increase was nearly 100,000 or exactly 30.6 per cent.

While these figures are thrilling, still more exciting is the forward-looking and Kingdom-building attitude of the tens of thousands of church school teachers who use Christian Growth. For the Christian Growth Series is far more than a convenient dressing

gown which a teacher can jerk down from its hanger and hang on his shoulders, and then be ready to meet his pupils. It is the suit of the well-groomed person, which does not show off to good advantage unless the wearer gives it everything he has by way of splendid physique, good carriage, and contagious enthusiasm. The Christian Growth Series is an exacting garment; and our teachers must continue to try to model it expertly.

So let's take a teacher's-eye view of this apparel, the Christian Growth Series. We might call it a bird's-eye view; for these days a teacher must indeed soar on the wings of a bird—perhaps even of a jet! But the eye of a teacher is bigger than that of a bird, and we need to survey the whole situation.

First, the "desired outcome" of the Christian Growth Series is a Christian who is loyal to Christ, consecrated in all his actions and

Dr. Finck is Editor-in-chief of the Christian Growth Series. He is a pastor in the United Lutheran Church in America.

living, conscious of his Lutheran heritage, equipped to worship in church with his fellows, and armed to defend himself valiantly against the devil and all his works. No mechanical, run-of-the-mine texts can even aim at all this. Yet nothing less will do in our demonic era.

Goals

This is why the Christian Growth Series has courses of such variety—courses that foster fellowship with the Triune God; understanding and acceptance of Jesus' redemption; personal and social Christian living; Christian adjustment in crises; wholehearted church membership; fruitful Bible study; discerning prayer; use of the Catechism; worship, including appreciation of hymns, sacred music, sacred art; and studying the Holy Spirit's work in the Church and its history. Send to the Augustana Book Concern for the free new Christian Growth Series brochure, which charts the courses of the Christian Growth Series from October 1958 through September 1961.

And the "teacher's eye" can see that in order to produce this well-rounded and fully armed Christian (we are speaking humanly) the Christian Growth Series must be used continuously in every de-

partment of the church school from kindergarten through senior high (from age 4 to age 18). Otherwise the growing pupil may miss essential parts of this strategically planned curriculum.

Suppose you purchase a Ford or Chevrolet. You find the car they give you has no left rear wheel, no brakes, and no windshield. "Oh, don't mind that!" the dealer reassures you cheerily. "Except for those parts you have a perfect car. Your car has just skipped a few positions in the assembly line. Those little details will never be missed!" Oh no? The Christian Growth Series is a great assembly line. We want to make sure the young Christian who is being "assembled" comes off the line with all his wheels and brakes.

The Christian Growth Series develops its teaching by means of units which stress one thing for a period of four to six weeks. It is also group-graded for greater effectiveness.

Our Own

Pride in one's own should be an incentive to Augustana Lutherans to use the Christian Growth Series. Since the beginning of the Series 15 years ago it has boasted an editor and executive director from Augustana; partial printing by the Augustana Book Concern; co-operation by

the Board of Parish Education of Augustana; and gifted authors and field workers, and a children's hymnal (*Songs for Children*), from Augustana.

We are engaged in channeling the work of the Holy Spirit. Lit-

erature contributes, so does the pupil; but in the church school God's grace works primarily through the teacher. That is why it is important for him to have a teacher's-eye view of the Christian Growth Series.



What is your question?

QUESTION: We are starting plans for the summer months. What lesson material do you suggest for these months when the attendance is down?

L. H. P.

ANSWER: Stick with the *Christian Growth Series* summer quarter material. Attendance is lower, perhaps. But why make the children who come suffer? If necessary, combine some classes and let the teachers take turns, each teaching a month at a time, perhaps. Stick to the curriculum!

QUESTION: Why doesn't "Christian Growth Series" have work packets or workbooks for the primary grades?

G. R. R.

ANSWER: Generally workbooks and manufactured busy work is not recommended for normal children by either public school or church school educators. Such crutches hinder the creativity of the child. In *Christian Growth Series* there are suggested activities which correlate with the aims and lesson content. These are better.

The Role of the Church School in Recruiting Pastors

by ARNOLD H. NELSON

THE title of this article really means "the role of the church school teachers, superintendents and children . . ."

As I read the book *Why I Became a Pastor** I was struck by the recurring part which prayers had in the realization of the inner call. Prayers of parents and friends and even unknown people. The words of our Master come true, "Pray the Lord of the harvest that He send laborers into the harvest." We shall never be able to gather souls for the Kingdom by automation!

Here is a class of boys and girls—eight of them. What a precious privilege to shepherd them into the meaning of God's word. When we pray for them by name, are we praying for their future in the service of our King?

Lesson 5 in the Senior CGS Series 3 deals with the call of Isaiah. "What makes a prophet

. . . a pastor or a minister?" As we prepare this lesson, we will need insight and enlightenment. We will also need to remember how we all felt *when we were without a minister*.

The Lesson Must Come Alive

What happens when there are not enough ministers? New missions are curtailed. Opportunities are lost. The inner city church becomes neglected. Pastors of large churches are handicapped for lack of pastoral help. Churches in town and country wait sometimes two or more years before vacancies are filled. And most important—the people who need pastoral care most do not get it.

Lesson 2 in the Primary CGS Series 3 deals with the growing boy Jesus. He said, "I must be in my Father's house . . . doing His business." A primary child can grasp better than some adults the

* *Augustana Book Concern, by Wersell and Johnson. \$1.25 paper.*

The Reverend Nelson is pastor of Immanuel-Adullam Lutheran Parish, Bertrand, Nebraska.

urgency of Kingdom business. A second grader is not ready to be a pastor, but he can be a witness. A layman in one of our churches testifies that it was a little boy on the way to Sunday school who changed the course of his life. He simply asked, "Why don't you come to church?" He asked not just once but several times on succeeding Sundays until this man who had been a belligerent enemy of the church, had to face the reality of his own need for a Savior.

The Preview of the Lessons

As we preview the lessons of the new quarter, let us mark with colored pencil the sections of lessons which would lend themselves to presenting the need for pastors, the work of ministers and the rewards of service in the Kingdom of God.

Fellowship with God, which is the first aim of all our Christian Growth lessons, will, in the stream of the years, also become fellowship in His purposes to minister in love to others whatever our vocation may be.

Occasionally the teacher invites his/her children to his/her home for a party. It might not be a bad idea also to invite the pastor. To let the children meet their pastor in informal surroundings is to help them know he is a real person and

friend. This is an important factor in understanding the pastor's call and work.

The Superintendent's Role

Let Sunday school superintendents consult their pastors in May as to how Seminary Sunday can be observed in the Sunday school. (September 13 in 1959.) Is our church one which has never sent a student to the seminary? Or perhaps several young men of our church went in earlier years but none has gone recently. These facts should be made known in skits or pictures. A part of the filmstrip "This Is Our Church", which treats of our church schools and seminary, might be shown to the children of public school age. At other times in the church year, the superintendent can provide stimulus to creative thinking about the ministry by arranging informal meetings with visiting missionaries, retired pastors, evangelists, seminary students about to become pastors, and church personnel. The publication, *AUGUSTANA MISSIONS Vol. IV* is an indispensable tool for teaching and recruitment. It is available from Augustana Book Concern, Rock Island, Ill.

Imagination and planning are necessary for the fulfillment of the role of the church school in recruiting of men for the ministry. The task must be considered in

relationship to the homes of the children. This is one reason why conscientious teachers visit in the homes of their pupils. And Hannah said, "For this child I prayed;

and the Lord has granted the petition which I made to Him. Therefore I have lent him to the Lord; as long as he lives he is lent to the Lord." (I Samuel 1:27-28)



"Well, there goes my perfect Sunday school attendance record."



Confere~~n~~tial

• *Our conference commissions on parish education are contributing significantly to the Church's program of Christian nurture. This month the chairman of the Central Commission reports on its Camp Augustana workshop.*

The Central Commission Workshop

by ORDELL PETERSON

THE VILLA at Camp Augustana, Lake Geneva, Wisconsin, has for several years served as the site of a workshop sponsored by the Commission on Parish Education of the Central Conference.

The workshop is staffed by leaders in the field of education who can share insights into the techniques of teaching, classroom arrangements, classroom equipment, and outline teacher training programs that might be used in the local churches. Time is also devoted to Bible study in order that the group may be refreshed in Christian doctrines, strengthened and clarified in their faith, and be inspired to return to the classes

with new enthusiasm and vigor for the church school program.

The materials provided by the Board of Parish Education are reviewed and their purposes and objectives are outlined. A constant reminder is given that the good teacher is the well prepared teacher, and that a good lesson is worthy of good and thorough preparation.

Each year a bibliography is prepared and distributed relative to resource materials for teachers and staff, and the Augustana Book Concern co-operates by placing a browsing table of new books which are used during the free periods.

The emphasis of the program

changes from year to year, but is basically designed to assist both teachers and members of the church school staff. Various techniques of teaching are used in the program of the workshop to illustrate what may be done in a local situation. The program as arranged this past year provided that one day the entire group would give attention to the over-all program of the church school and the second day the program was outlined by departments. The discussion groups provide opportunities to discuss problems of pertinent interest to each department.

Oneness

The advantages of this workshop appear to be many. Teachers from the various churches sense a certain feeling of "oneness" that quickly draws them together into an expectancy of mutually sharing rich Christian experiences. The camp affords wonderful opportunities for the conducting of worship services, large group gatherings and also small discussion groups.

The disadvantage is that it is difficult for many key people in congregations to adjust their schedules so as to be able to attend. The workshop has opened on Sunday evening and has concluded on Wednesday morning.

Many of the congregations are accepting the suggestion of the

Commission on Parish Education and are paying the expenses of those who do attend.

The workshop has stressed the need of each local congregation having a Committee on Parish Education which is constantly reviewing the church school program and seeking means of strengthening it. The entire congregation must be alerted to the needs of the church school not only as to personnel but also as to furnishings, space and equipment. The workshop provides an opportunity to stress the use of visual aids and the selection and care of the equipment and film library. The teacher must be able to relate the films to the lesson materials in a living, dynamic manner.

New Viewpoints

A follow-up report of the workshop is sent to all who attend as well as to the pastors of the Central Conference. Each person who participates in the workshop is encouraged to hold workshops with the teachers in their local parishes. The workshop helps us to draw a distance away from our local church school so that we can see it better because of the new viewpoints we find. Each teacher is strengthened in faith, courage and consecration while enjoying the stimulating fellowship provided for at the workshop.

Teach Your Children to Pray

by EVELYN WITTER

LEARNING to pray at a mother's knee is one of the most rewarding experiences a child can have. It is an experience that will last a lifetime of Christian thinking and will establish deep within him the practice of praying.

I have learned, with my two youngsters, that the best way to teach prayer is through situations—average situations that arise in the life of a preschool or beginning-grades child.

These children are dynamos of pep, and some parents make the mistake of thinking that, because of the perpetual physical action, their youngsters have no capacity for quiet thoughts. I found this to be untrue. Very young children can be taught to relax and to think quietly. Of course, the interest span of the very young is short. No parent can expect long periods of meditation. But long periods are not necessary for the teaching of prayer.

Something specific is necessary. Realistic, specified situations that

come up in a child's life that have meaning for him are much more valuable as prayer teaching aids than any number of abstract words.

For example, our six-year-old Louise came home from school one day dangling a jump rope behind her. We had not bought it for her.

"Where did you get the rope, dear?" I asked.

"I found it on the playground at school," she replied.

"What are you going to do with the rope you found, Louise?"

"Keep it. 'Finders keepers, losers, weepers.'"

"How do you think the little girl who lost her rope feels?"

"Bad."

"We had better pray and ask God to help us to do the kind and right thing about this rope," I said. So I began.

"Dear Father, please help us to make the right decisions and always do what is fair and what is right. Amen."

Before Louise went to bed that

night she told me she had decided to turn the rope over to Miss Adams, her teacher. She would ask Miss Adams to try to find the rightful owner, and if no one claimed the rope after a time, she would request Miss Adams to give it to her.

At another time, when their grandmother passed away, both children were confused, worried, and grief-stricken. When we returned home after the funeral, I knew of nothing that would help my children more than prayer. I said, "Would you like to pray?"

"Yes," they both answered, nodding.

We sat down. Jimmy folded his little hands in prayer, shut his eyes tight, and began, "Dear Lord, please let Grandma go to her home in heaven, where she'll never be sick again."

Louise followed his example and said a prayer of her own. "Loving Father, I know You will take good care of our grandma."

Tensions Lessened

After that, tensions were lessened. The children missed Grandma, of course, but they had had the experience of the comfort of prayer and a strong renewal of their faith. They felt the security of the goodness of God, and the worries and griefs in their minds were noticeably lifted.

Another prayer lesson came when Jimmy's favorite friend, Rodney, was stricken with polio. Rodney was taken to the isolation ward at the hospital, and the reports we heard about him were not encouraging.

"I wish I could do something to help Rodney," Jimmy said earnestly.

"You can," I told him. "You can pray for him."

Jimmy and I sat down that very minute, and I prayed aloud, "Dear Father in heaven, help Rodney to face his illness with courage and with faith in Thee, that he may be able to recover from his illness."

Thanking God

Jimmy prayed many times in the days that followed. Finally Rodney was back home. One leg was damaged from the ravages of the disease, and it was many months before he could walk about again—and then only with the aid of a walking stick. Jimmy thanked God often for Rodney's recovery.

There were, and still are, many situations similar to the jumping rope, the death of someone near and dear, the severe illness of a friend, which offer concrete experiences in which prayer is vital and meaningful. This way prayer became a practice which was firmly established. Prayer, through mean-

ingful situations, aided understanding of grace at mealtime and the prayers said at bedtime.

Very young children often need help in expressing their own thoughts. Sometimes if the parent will suggest a way to start a prayer, the children find it easier to go on.

In our family I often started the children by adapting some simple scripture to an opening sentence.

"O God, who dost cause the grass to grow for the cattle" (from Psalms 104:14). This was good for my children because we are a farm family and my children

appreciate the worth of that statement.

Or "A child is known by what he does" (Proverbs 21:11) is an excellent prayer beginning. "Dear Father, since I am known by what I do, help me to do better."

Or "It is good to give thanks to the Lord" (Psalms 92:1) is also a logical prayer beginning for the child. "Dear Father, I give thanks for all my blessings."

Sometimes a child can find his own words with which to pray if you suggest just a salutation beginning like—"O God of love" or "Dear loving Lord."

A Bartlesville, Oklahoma, cub scout pack had devoted several meetings to "The Story of Oil." They learned how oil took centuries to form from vegetable and mineral matter deep in the earth. Later they studied the way in which oil wells are drilled and crude oil turned into useful products. As the high point in the project, the boys were taken to Oklahoma's first commercial oil well, preserved as a historical memorial. The cubs made a complete inspection of the well and asked many questions. To climax this special series, the boys gathered in the park for a wiener roast. After they had eaten and were seated about the picnic fire, a den mother asked, "Well, boys, tell me something you have learned that you didn't know before." Eight-year-old Jimmy's hand went up instantly, eagerly. "We learned how to straighten out a coat hanger so we could roast a weenie on it!"

Helps for Teachers of Kindergarten

CGS Kindergarten 2
Winter Quarter, Unit C

by ELAINE S. OLSON

JESUS loves all children. This is the emphasis of the group activity described in the Teacher's Guide for Unit C. This activity has the same purpose as all related activities used in Christian education, to reinforce and reteach the aims of the lessons. The aims for this unit would be suitable also for children older or younger than kindergarten age.

The statement that "Jesus is my best friend" by a five-year-old is as complete a testimony of acceptance and thanksgiving as a lengthy book by a verbose scholar. One of the unit aims for kindergarten children during this Lenten season is to help them give this testimony with confidence. It is most important as we teach children of Jesus' love that we help them to learn about it at their level of understanding. God's grace and man's helplessness are being emphasized for the grownups during this season, often through special Lenten services. This same message is to be presented to the children in their vocabulary.

Each time a new unit is introduced the class area should assume

a new look. If pictures and decorations from the previous unit are all removed the corners may seem a little bare but the area will have a neater appearance. The real value of displays, such as the one described on page 43, is in the way they relate to the unit and session aims. It may be distracting rather than helpful to keep pictures posted just because they are colorful, or to leave a poster just because it represents much effort on the part of the class.

The stories in this unit are familiar to most teachers. However, in telling them, bear in mind that this may be the first time some of the children have heard the story. Keep the main outline clear and vital. As you reveal enthusiastic interest in the telling, the group will respond in kind.

Make much of the conversation period after the story has been told. Conversation is an interchange of ideas. Remember this when words come slowly as a four-year-old is trying to express himself. Pupils and teacher learn more if there is discussion, both of the story and its applications to living today. In

conversation with the children during Session 11 reference may be made to the lesson of the Thanksgiving unit which stimulated thankfulness to God for friends who help to keep us well.

If the teacher has taken a snapshot of each child in the class at sometime during the year this can be made part of an individual activity for the unit. Use pastel-colored bristol board cut 5"x 8" or slightly larger. Write on each piece "Jesus loves. . . ." with the name of the child lettered carefully. Supply each child with a snapshot or picture to represent himself and a small picture of Jesus. Have the child paste his own picture near his name and the picture of Jesus at the opposite end of the board. By this time of year many kindergarten children have learned to recognize their names so the activity can be especially meaningful.

Pictures

If this activity is used for Session 9 the suggested unit project may be completed during the remainder of the unit. Display the poster with the picture of Jesus at the center. As the children are considering how Jesus loves each of them there can be conversation about how the poster will be used to include pictures of many children. It may be suggested that

the class members bring pictures of children to paste on the poster during later sessions of the unit. Of course the teacher must be prepared to supply many pictures for some kindergarteners will not remember their own. As the children identify themselves with pictures which they have pasted this will serve to carry out the unit aim to make it clear to each child that "Jesus is *my* friend."

Unit Hymn

The use of a unit hymn will have greater significance if the words are discussed before they are learned, and if the use of the song is tied in with the unit theme. Remember that the learning of a hymn is not worship but preparation for worship. The time and attitude for the one should be distinguished from the other. The message to father and mother in the leaflet for Session 9 can be of help in teaching the hymn as well as in strengthening the home-church relationship.

When the use of this quarter's material was planned provision was made for Palm Sunday on the twelfth Sunday of the quarter and Easter on the thirteenth Sunday. Check the schedule to see how the unit plan allows for this.

A joyful and blessed Easter to you and to the members of your class.

Helps for Teachers of Primary

CGS Primary 3
Winter Quarter, Unit C

by SISTER GERTRUDE HILL

A FEW months ago while studying the winter quarter, we discovered that we would have to make adjustments in rearranging the sessions of Unit C so they would coincide with the church year. In the December issue of *THE CHURCH SCHOOL TEACHER* the "Helps for Teachers of Primary" suggested the following plan for teaching the sessions in Unit C:

March 15—combine Sessions 11 and 12

March 22—Palm Sunday story, Session 13

March 29—Easter story, first Sunday of the spring quarter.

As was mentioned before, if there is no church school session on Easter Sunday, Session 1 of the spring quarter can be taught the first Sunday in April as a review of the Easter event.

The three sessions in Unit C present a brief survey of Jesus' earthly life: His birth, baptism and public ministry. This unit continues with three more sessions in Unit A of the next quarter which

relate to the death, resurrection and ascension of Jesus. These six sessions develop the theme, "God and His Son, Jesus," by showing how God's plan of redemption was fulfilled through the earthly mission of Jesus, the Savior. In Jesus the unseen God came down to earth and revealed himself to mankind.

The unit aim is to introduce the child to the distinction between God, the Father, and God, the Son, by means of a review of the outstanding features of Jesus' ministry.

In studying the Biblical bases for the sessions in Unit C, we observe how God made known the Nativity to Mary, Joseph, the shepherds, and wisemen. When John baptized Jesus, God, the Father, officially proclaimed His relationship to Jesus. This unit concludes in the next quarter with the purpose of the incarnation revealed in Christ's redemption of the human race from the guilt and power of their sins.

In addition to reading the scrip-

ture references regarding the life and ministry of Jesus, you will find *Marian's Big Book of Bible Stories* by Marian Schoolland to be an excellent reference for further reading and study. The sections in this book which relate to "God Keeps His Promise," pages 205-211; "Jesus Begins His Work," pages 219-225; and "Jesus Is Master of All," pages 244-253, are especially helpful for your preparation to tell the story of Jesus which will be both interesting and understandable to the child of the primary grades.

Assurance

An interesting book for the children to read is *Stories of Jesus* by Mabel B. Fenner. The twelve stories are short. Each story is beautifully illustrated.

The key verse of Unit C is John 3:16. Before memorizing this scripture passage it would be well to help the children to grasp the significance of God's great love in offering the greatest gift—his only Son—to all people so that they may live with him forever. It is so very important that the child of primary age be assured of God's love and care for him as he is nurtured in Christian faith and fellowship.

The theme song, "Beautiful Sav-
iour," conveys the message which is the emphasis of this unit. This

song may be so familiar to the children that the import of the message needs to be re-emphasized and clarified. Sometimes reading the words of the song helps to call attention to the content of the song because, then, one is not concerned with the melody or the music of the song.

A Poster

A poster depicting the events of Jesus' life and ministry is an excellent means of motivating discussions of the major events being studied in this unit. Besides the cover pictures of the leaflets for Sessions 11, 12 and 13, additional pictures from unused leaflets which illustrate the life and ministry of Jesus could be mounted on a long sheet of shelf or wrapping paper. If you do not have a bulletin board or wall space for displaying a poster, the same idea can be worked out on cardboard which is hinged together with tape to form an accordion book. The accordion book can be displayed on a table or on the tray of the chalkboard during the class session and can be folded flat for storage after the class session.

The Teacher's Guide offers suggestions as to what can be done during the pre-session, beginning with the first child's arrival; how to introduce the day's Bible story and the follow-up discussion after

the story is told; how to correlate the memory verse and related activity with the aim of each session; and how to plan with the children to participate in the culminating worship experiences. Of necessity, we must adapt the suggestions to fit the needs and interests of the children in our class. The Teacher's Guide is only a guide, intended primarily to help us get started in planning our sessions. We are at liberty to use our knowledge, abilities and experiences in providing the essential experiences for the children in living and understanding the Christian faith.

In each teaching session we are

challenged to assist the individual in his Christian growth toward "ever-deepening understandings of, more wholesome attitude with reference to, and more responsible patterns of action with reference to his relationships with God, with the Christian church, to the Bible, with his fellow men, to the physical world, and with himself." (Quoted from *THE AGE GROUP OBJECTIVES OF CHRISTIAN EDUCATION*, prepared in connection with the Long-Range Program of Lutheran Boards of Parish Education.)

Texts mentioned are available through Augustana Book Concern, Rock Island, Ill.

Helps for Teachers of Junior

*CGS Junior 3
Winter Quarter, Unit C*

by MARY NORDLUND SHUEY

WOULD^N'T it be interesting to hear Dr. Luke give a travelogue of Paul's missionary journeys? Much of it would be firsthand information because he traveled with Paul a great deal. What a team they must have made—the learned theologian Paul, the

efficient physician Luke, with the other devoted workers in the group!

Dr. Luke does take us on a tour with many interesting word pictures in the book of Acts. As you read Acts 9 through 28, follow along on a map the itinerary of

Paul. Visualize what took place at each stop. Notice what people are mentioned, their attitude and the action taken. Saturate yourself with these stories to the extent that your enthusiasm will spill over to your class members. Juniors will be gripped by the urgency of Paul's action and his complete trust in the Lord's direction. They will sense the sincerity of Paul in his confession, "For to me to live is Christ, and to die is gain." If possible, read the novel, *I, Paul*, by Lester Wolf. It gives an interesting account of Paul's possible reactions.

Use a Good Map

You cannot properly teach this unit without the use of a good map of the Mediterranean area. Encourage your class to make one. They could outline this area on a large sheet of wrapping paper. Each day the places to be visited could be marked on the map. Use a different colored pencil or yarn to trace each journey. For home assignment, class members could illustrate the incidents that occurred. Paste these on the edge of the map and indicate the cities involved. The illustrated copy of the book of Acts titled *Into All the World* would be valuable at this time. It is printed by the American Bible Society for 8c each.

Have you ever thought of mak-

ing a flannelgraph map? The Mediterranean Sea could be of blue flannel, the land of brown or green. The names of the places could be printed on small pieces of stiff paper and backed with flannel or sand paper. Pictures of ships and people could be prepared the same way and moved along as the story progresses. Sounds interesting; doesn't it?

Attempt to transfer the thinking of the juniors to the period of time in which Paul lived. An inexpensive book, *The Story of the New Testament*, by John Hiltner would be helpful to you. This whole Mediterranean area was a part of the Roman Empire. Paul made use of his Roman citizenship in Acts 22:25. Try to find pictures of Roman soldiers and officers, Jewish leaders, customs of dress, modes of travel, types of buildings, etc. Assign some pupils to be reporters. Let them use these pictures on the bulletin board with catchy topic headings and written reports of the day's incidents.

For Large and Small

Have you heard teachers say, "All these suggested activities are okay for the large churches, but not for us who have such crowded areas with no equipment"? Some of you sit with your class in small circles, some around tables, some in a pew, some have no available

wall space for bulletin or chalkboard. Then what? Overcoming problems, using your own creativeness is stimulating. Have you ever thought of using a man's suit box for a bulletin board? It will stand upright if you put a heavy weight in the box. Fasten a sheet of newsprint or the back of left-over wallpaper to the box and use a color crayon on your now-improvised chalkboard! Page 143 in Keiser's, *Here's How and When*, shows how to make a cardboard easel from a corner of a strong pasteboard box. Teachers, will you share with other teachers what you have done to overcome problems? Let's hear from you.

Before reading Acts 11:25-26 in Session 8, review briefly from Session 6 why Paul was in Tarsus. Acts 9:30. Be sure that the juniors find on the map and distinguish between the two Antiochs. Do not spend too much time discussing the problem given in Session 9. Briefly state that the Jews were members of the Hebrew race and worshiped the one God. The Gentiles were the non-Hebrew. They had limited, if any, knowl-

edge of God. In this lesson show how problems were settled. Let the juniors glance back to Session 7 to review Peter's first Gentile mission work.

All the places and events of Paul's journeys could not possibly be discussed in the Study Book, but you as a teacher should be acquainted with them. Juniors will like to learn and mark in their own Bibles the references included for each journey. They are: first, Acts 13:1—14:28; second, Acts 15:40—18:22; third, Acts 18:23—21:15; journey to Rome, Acts 27:11—28:14.

Session 13 has good plans for review of the quarter. The day for this lesson is March 29, Easter Sunday. If parents are to be invited, plan to give pre-assignment of the review material. The quiz could be done at home. 2 Timothy is sometimes called Paul's swan song because it contains indications that his death was imminent.

Books mentioned above are available from Augustana Book Concern, Rock Island, Illinois. One address for the American Bible Society is 310 North Michigan Avenue, Chicago 1, Illinois.

A Minneapolis youngster showed up at the public library seeking a book for his dog—said he planned to read it to her himself. The title: "So You're Going to Have a Puppy!"

Helps for Teachers of Intermediate

CGS Intermediate 3
Winter Quarter, Unit C

by RUTH M. SWANSON

AS WE close this season of Lent we will also complete our study of Jesus' career on earth by considering the eventful last days of His ministry.

A quick preview of Unit C, "Redemption," will indicate that complementary passages from each of the Gospels have been selected to relate the story of how Jesus prepared for His crucifixion; how He was convicted; the reason for His Cross and finally the triumphant climax of His life. The last lesson will give us a chance to review—to look back over the quarter's work—and see how each phase of Jesus' life is part of the total picture: Christ as "God's 'Way' for man."

No doubt you have noticed how each one of the lesson aims is designed "to lead . . . , to encourage . . . , to help the intermediate . . .". This indicates that our author was anxious that each lesson should really be meaningful to these young people. And we should be just as anxious. Evaluating each lesson's aims against the background of an understanding of our

boys and girls and the insights our author shares with us will help us bring these important truths to bear upon their experiences.

Session 10 presents some of the distinct preparations Jesus made for the end of his earthly life. There is also an opportunity to help the intermediates understand that God's way for man is fellowship with him. This is first in the list of Desired Outcomes of Christian Growth Series, remember? Worshiping regularly with the congregation is one means of growing in that fellowship. Incidentally, did you notice how we were given a little nudge concerning attendance at worship? Reread the sentence in parentheses under the title "Preparing for Tomorrow" in Session 10 and take heed! Our presence at church will indicate its importance to us and to the intermediates.

Session 11 is a natural for helping our young people to understand how prejudices can come into being and also continue without apparent reason. The lead into the lesson—the first few para-

graphs in the Study Book—would bring the problem into the open. The situation described is comparable to that which these boys and girls may have experienced or will experience sometime. Their problem may not be one of race. It may be economic or social status or even religious affiliation.

Have you ever tried role playing with your group? This technique would help our young people to understand the basis of what seems to be their problem. They are capable of projecting themselves into problem situations in order to see another's point of view and would therefore become more tolerant. "Let's Get Down to Cases" by Jean Alexander is a good resource to guide us in the use of this method. The pamphlet is available from B'nai B'rith, 343 So. Dearborn Ave., Chicago, Illinois, at a nominal cost.

The Cross Is Central

Session 12 really gives us an opportunity of stressing the aims of the quarter as well as those for the lesson. Review the quarter aims again (see page 4 in the Teacher's Guide) and notice how closely they relate to those of Session 12.

We want to center our thoughts on the cross of Jesus as God's way for man. It must not be said that our young people have not been taught that the Cross is central to

the Christian way of life.

This lesson might open with conversation concerning the oratorio, "The Seven Last Words." Perhaps the group may have heard it sung during this Lent. Or, a brief discussion of it while working out "Can You Do This?" would help them enjoy it more and understand it better if they will have the opportunity of hearing it during Holy Week. Help them see how scripture texts were set to music to tell that part of the crucifixion story.

The Climax

Session 13 is peculiar in that it can be described as the culmination of the quarter but also the climax of our thirteen weeks' study. Now, in review, we can look back over the preceding lessons and understand how each event of Jesus' life has a definite and important place in his redemptive ministry, and then how his resurrection demonstrated victory over death. The thirteen point outline in the Study Book will be very helpful in such a review. The two items of "Can You Do This?" would be an excellent outside-of-class assignment and could be used as a springboard from which to take off when we begin the study of "God's Way Through the Church" based on the Acts and the Epistles next quarter.

Helps for Teachers of Senior

*CGS Senior 3
Winter Quarter, Unit C*

by ANNETTE L. JOHNSON

THE PAST month the seniors have been studying the four major prophets as a part of the winter quarter, "Christ in Old Testament Poetry and Prophecy." Unit C is a continuation of this study with the spotlight focused on twelve minor prophets. As pointed out in the Teacher's Guide, these books should not be thought of as "minor" in the sense that they are less significant, but "minor" only in that they are shorter.

Chances are that both you and the seniors will be less familiar at the beginning of the unit with the minor prophets than you were with the major ones. Teacher preparation for this unit should be the same as suggested for Unit B. The more background you have about the prophets, the better you will be able to make them come alive for the seniors.

Time will not permit detailed accounts of each of the prophets' lives. The message of the proph-

ets and its meaning in the lives of the seniors is the important factor. However, one can better understand the message if he has some knowledge of the prophets and the period in which they lived.

As the prophets are not presented in chronological order in the Bible nor in this study, it will be worthwhile as each prophet is studied to spend some time in fitting each into his particular niche in Old Testament history. A time line and a large map similar to the one on page 64 in the Teacher's Guide will be helpful for this.

This unit offers opportunity to use a variety of discussion techniques that will stimulate group participation and make this an interesting and inspiring unit. Vary the techniques used and see if it doesn't result in a more interested class.

As you look over the titles for each session, you see that they are very relevant to problems of today.

Most sessions have questions suitable for a panel discussion or perhaps a debate. Plan to have at least one panel discussion during this unit if the class is not too small. Question number 2 on page 46 would be a good one to use for this. Include some parents as well as seniors on the panel.

Use buzz groups for the Bible study and some of the discussion questions. There are many good discussion questions in this unit, but it is not necessary to use all. Select those which seem most pertinent to the aim that has been decided upon for each session.

Drama

Simple dramatic characterizations of the prophets may also be used effectively in this unit. One way it might be used is to introduce the prophet to be studied each session to the class. This could acquaint the seniors quickly with some of the important facts about the prophet. From this lead into the Bible study which concerns the message of the prophets. The prophets to be dramatically portrayed should be assigned to the seniors on a volunteer basis before beginning the unit so that they will have sufficient time to get the information needed to portray the prophet. It will make it more interesting if the class tests their knowledge of the prophets by try-

ing to guess the prophet being portrayed.

Five prophets are included in Session 11. Help the seniors not only to grasp the message of these prophets but incite them to follow the high call of Jesus to "love all men." Since this session deals with such a timely problem, it will undoubtedly create much discussion. Role-playing or a panel discussion would be effective in stimulating discussion on the problem of prejudice and hatred.

Mission

Session 12, a study of Jonah, emphasizes the mission responsibility of followers of Christ. The missionary packet prepared by the Augustana Lutheran Church Women to correlate with the intermediate and senior Christian Growth Series, AUGUSTANA MISSIONS 1959, and THE LUTHERAN COMPANION are resources that will be helpful this session. Make this session challenge the seniors to serve Christ.

Session 13 includes three prophets closely connected with Messianic prophecy and the new covenant. It centers around Christ as the new Temple of God and comes appropriately on Easter Sunday. As the aim in the Teacher's Guide states, this session should show Jesus as the fulfillment of all the worship and adoration of the Tem-

ple revealed in the books of prophecy and encourage the seniors to make their bodies temples of the Holy Spirit. Question number 1 on page 61 might be assigned to the seniors to think about the week before the lesson is studied in class.

Since this unit concludes a re-

view of the Old Testament for the seniors, time should be allowed for a short summary which will tie together the winter quarter and set the stage for the New Testament review which begins with the spring quarter on the Sunday after Easter.

FRANK



"She says an article in 'The Church School Teacher' recommended that parent-teacher meetings be practical."

Helps for Teachers of the Adult Bible Class

by N. LEROY NORQUIST

IT IS not easy to understand the Bible. The Bible was written long ago and in a strange land. It speaks of people and places and customs that we don't know much about. For this reason many people shrink from reading it. They leave it to the specialists in religion—pastors and teachers—to interpret it to them so they understand it.

Such people, however, are cheating themselves. Someone else may be able to give them an inkling of the content and message of the Bible, but always they are receiving a second-hand impression instead of a fresh impression. Actually there is much in the Bible that they can understand, and they should learn to approach Bible-reading with confidence.

One of the best methods for the adult teacher to use in opening up the Bible to his pupils is to lead them to the reading of an entire book at a time. Perhaps nothing else will so open their eyes as the

reading of an entire book at a sitting.

Two cautions should be observed, however. One is that most people will not be willing to read all of a long book such as Acts in one sitting. Perhaps after they have caught the spirit by reading a few shorter books, they will be motivated to do so, but at first it is better to start with a shorter book.

The second caution is to select a book that is unified. 2 Corinthians, for example, seems to be made up of more than one letter. The Psalms, of course, are not a unified whole. The same is true of most of the prophets, for example, Jeremiah is a collection of speeches and incidents without much logical arrangement. It is much better to stay with a unified book such as the Gospel of Mark. As a matter of fact, Mark is an excellent place to begin.

Lead your pupils to try reading Mark at one sitting. Most people

will be able to do so in about an hour and a half. Encourage them to read it as quickly as possible, trying to get the total picture.

After having read the book quickly, they should go back over it looking for specific things.

1. *What were the circumstances of the people to whom the book was written?* Perhaps this is not quite so easy to see in Mark as in some other books. They should not be encouraged to spend too much time on this question if the answer is not evident. Later on they can fill in their understanding with the help of a commentary or an introduction to the books of the Bible.

2. *What did the writer wish to say to these people?* What is his message? Usually the writer has a specific emphasis. Encourage the pupils to write down their answers since this will help them make it more definite.

3. *What are the various parts of the book?* In the case of Mark there is a definite division of the book into two parts. Outlining the book helps one to remember its

general structure and to see the progress of the story or argument.

After the class has done this preliminary work on the book, they should work over it again trying to understand the details more thoroughly. Now is the time to check your findings with the experts and increase your insight through the use of commentaries and Bible dictionaries.

Such a study of an entire book will do great things for your pupils. By reading a book over and over again they will find themselves seeing things as the Bible writers saw them. They will begin to see, as the writer did, that God is alive and working for the salvation of His people. They will be inspired by the faith of the writer and learn obedience from him. They will catch the vision of hope which the author had in God's future. Such things cannot be had just by studying a passage here and there—at least not with the same force. No one should be frightened by the thought of reading the Bible itself. The reward of such reading is truly ample.

Fire Prevention

Winner of a contest for the best answer to the question "What are the three most common causes of fire?" was a schoolboy who answered briefly: "Men, women and children."

And Finally . . .

The national executive directors of parish education employed by churches holding membership in the National Council of Churches meet twice a year to share insights. A few weeks ago we met in Nashville, Tennessee.

A highlight of the Nashville meeting was a tour of the parish education offices of the Southern Baptist Church. Now, there is a denomination which has given its parish education program top priority. Southern Baptists generally concede that this priority is the reason for the church's phenomenal growth. Let me give you the statistics.

Southern Baptist has over thirty thousand congregations. It has a "confirmed" membership of almost nine million. Now look at its education program. It has 29,942 Sunday schools with a total enrollment of 6,823,713; 22,679 vacation schools with enrollment of 2,733,990; 22,104 *parish training schools (called Training Unions)* with a total enrollment of 6,823,713.

It is to these Training Unions that Southern Baptists point with understandable pride. Think of it, almost 80% of its "confirmed" members are attending weekly meetings for the purpose of fitting themselves for more active church service, largely in the field of teaching and witnessing through community mission. S.B. leaders attribute the growth of their church to the zeal and methods learned in the Training Unions. They tell about the plans for the next five years—thirty thousand new churches and missions by 1964, many of them in the northern states, a plan in which the parish education department will be active from beginning to end.

Southern Baptists are hewing to the primary Christian line—*preach and teach*. They are having an amazing growth. Perhaps congregations and denominations with mighty big programs and mighty little growth would do well to try the primary Christian line and hew to it—*preach and teach*.